DOCUMENT RESUME

ED 269 325 SO 017 122

TITLE	Social Studies Curriculum Guide: World Regions/Cultures.
INSTITUTION	Dependents Schools (DOD), Washington, D.C.
REPORT NO	DS-Manual-2110-9
PUB DATE	Aug 84
NOTE	164p.; For related documents, see SO 017 113-125.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Area Studies; Behavioral Objectives; Concept Formation; *Cross Cultural Studies; Curriculum Guides; *Geographic Regions; High Schools; Learning Activities; Outcomes of Education; Sequential Approach; Skill Development; *Social Studies; Units of Study
IDENTIFIERS	Dependents Schools

ABSTRACT

An outline of the knowledge and skills to be taught in a high school world regions course in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into three parts. Following an introduction, a one page description overviews the curriculum topic for high school world regions, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For world region, the areas of study covered are: geography skills; the purpose of cultural studies; the Middle East; Northern Africa; Asia, including Japan, China, Southeast Asia and the Indian Subcontinent; the Soviet Union; and Eastern Europe. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SOCIAL STUDIES

CURRICULUM GUIDE

ED269325

DS Manual 2110.9
AUGUST 1984

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SP017122

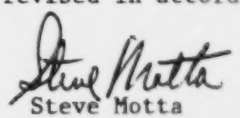
WORLD REGIONS-CULTURES

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

INTRODUCTION

The Department of Defense Dependents Schools (DoDDS) Social Studies Guides have been developed for the purpose of providing the classroom teacher with an outline of knowledge and skills which are to be taught at each grade level in order to meet the DoDDS social studies objectives.

As these guides are being used, it is requested that suggestions and recommendations for changes be submitted to the regional social studies coordinators. These guides will be reviewed and revised in accordance with the DoDDS Curriculum Development Plan.



Steve Motta
Deputy Director

WORLD REGIONS/CULTURES

Recent world events have shown that an understanding and appreciation of other cultures is essential for students to understand the global community in which they live.

To develop skills necessary to analyze change as it relates to the world today, and to continue the study of cultures begun in the sixth grade, and geography in the seventh grade, this course includes a 6-week overview of physical geographic concepts and skills, mapping techniques, climates, population distribution, land-forms, and natural resources followed by a 3-week survey of culture and cultural components. The course continues with emphasis on the following cultural areas of the world: Middle East and Northern Africa (7 weeks); Asia, Japan, China, and Southeast Asia (6 weeks); Indian subcontinent (4 weeks); and the Union of Socialist Soviet Republics and Eastern Europe (5 weeks).

As a framework for looking at each culture and as a basis for comparing cultures the following questions are used:

1. How do the geographic features affect the lives of the people?
2. How has a particular region developed historically?
3. How have people evolved an economic system?
4. How have governments developed politically and culturally?

Our students should have numerous opportunities to experience cultural diversity through this course of study. It is strongly recommended that host nation comparisons and parallels be incorporated in the core content as much as possible.

The activities suggested can also be expanded for gifted and talented students. Many activities can also be altered to fit the needs of students with learning disabilities.

APPROVED TEXTBOOKS

Ginn: Exploring World Cultures
Holt, Rinehart, Winston: World Geography Today
Macmillan: Global Geography
Merrill: Global Insights: People and Cultures
Scholastic: Scholastic World Culture Series

ACKNOWLEDGEMENT

The following educators assisted in the development of the Social Studies Guides and Syllabi for the Department of Defense Dependents Schools:

Linda J. Armstrong
Royal Oaks Elementary School
APO New York 09283

Ralph Blake
Woodbridge High School
APO New York 09405

Yvonne Bolling
DoDDS-Mediterranean
APO New York 09283

Betsy Broyles
Curundu Elementary School
APO Miami 34002

Patsy Coats
Patch High School
APO New York 09131

Alice Craft
Chelveston Elementary School
APO New York 09238

Emanuel Davatelis
Ramstein Junior High School
APO New York 09012

John P. Dawson
Kadena High School
APO San Francisco 96239

Donald E. Denmead
Lily Hill Middle School
APO San Francisco 96274

Michael Duff
Illesheim Elementary School
APO New York 09140

Emma Espinoza
Fairford American School
APO New York 09125

Larry Getz
Schwaebisch Hall Elementary School
APO New York 09025

George Grantham
DoDDS-Germany
APO New York 09633

Dorothy Hauser
Fort Gulick Elementary School
APO Miami 34005

Anastasia Kapitulik
Fort Gulick Elementary School
APO Miami 34005

Marvin G. Kurtz
Office of Dependents Schools
Alexandria, Virginia 22331

William LaClair
Kaiserslautern Elementary School #2
APO New York 09012

Robert L. Lowry
Seoul High School
APO San Francisco 96301

Tom Lloyd
Hahn High School
APO New York 09109

Robert Lykins
DoDDS-Germany
APO New York 09633

Karen Metrogen
Schwaebisch Hall Elementary School
APO New York 09025

Marilyn Newman
John O. Arnn Elementary School
APO San Francisco 96343

Diana F.C. Palmer
Munster Elementary School
APO New York 09078

Deborah Pitts
Soesterberg Elementary School
APO New York 09292

Virginia Revelle
Bitburg High School
APO New York 09132

Mary P. Short
Howard Elementary School
APO Miami 34001

Tom Tobiason
Giessen Elementary School
APO New York 09169

Elaine E. Vardakis
Iraklion Elementary/
Junior High School
APO New York 09291

Leland Walbruch
Pirmasens Middle School
APO New York 09189

Glenda Werner
Wurzburg High School
APO New York 09810

Gary Westhusin
Ansbach High School
APO New York 09326

Sam D. Wright
Balboa High School
APO Miami 34002

Anne Young
Munich Elementary School
APO New York 09184

Grade Level: World Regions/Cultures

Marking Period: 1st

Suggested Time Frame: 6 weeks for I

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
I. Geographic skills* A. Introduction 1. Earth's place within the universe a. In relation to other planets b. Shape 2. Early man's concept (geocentric vs. heliocentric) 3. 20th century exploration a. Outer space b. Polar regions c. Earth's core	1. Know physical concepts of earth movement, solar system, and maps, and features through study of seasons. (GEOGRAPHY)	X** Illus p 9	Ch 1 Map p 6 Ch 2 p 6	pp 1-5 Map Skills Sec. 14-25 pp 6-25 Map	X	X X	Students can construct a model or mobile or draw two diagrams of the earth in relationship to the sun. By means of arrows, the earth's movements can be shown which result in day and night and the various seasons. The polar regions and the equator can be labeled.

*Note: Textbooks other than Holt and McDougal will need supplemental sources to cover much of the geographic skills. Examples of supplemental sources would be SRA kits, map skills kits, atlases or geographic textbooks.

**X = indicates no material on this topic

Grade Level: World Regions/Cultures

Marking Period: 1st

Suggested Time Frame: 6 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
B. The Earth and its motions 1. Motions of the Earth a. Rotation b. Orbit 2. Location a. Longitude and latitude b. Zones c. Equator d. Hemispheres 3. Seasons a. Differences according to hemisphere b. Latitude 4. Time a. Time zones (rotation) b. International date line	2. Know physical concepts of Earth movement and features through study of seasons, solar systems, and maps. (GEOGRAPHY) 3. Recognize map symbols as representations of natural or artifical objects on physical, political, and land-use maps. (GEOGRAPHY)	X Map pp 6, 7	p 328 p 329 Map	pp 2,3			2. Use an Atlas to study various types of maps to acquaint the student with the symbols used to show physical features, elevation, lines of longitude and latitude, and the scale. 3. S.O.S. Game: Locations of students are given in degrees of longitude and latitude with the preface S.O.S. The students then proceed to locate and "save" the individual who is lost.

12

13

Grade Level: World Regions/Cultures

Marking Period: 1st

Suggested Time Frame: 6 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
C. Earth's surface 1. Composition of Earth a. Crust b. Mantle c. Outer core d. Inner core 2. Shaping of Earth's surface a. Glacial activity b. Continential drift c. Volcanic and earthquake activity (1) Faults (2) Rifts (3) Tectonic plates 3. Land forms defined a. Topography - (1) Equator (2) Mountains (3) Cape (4) Plateaus (5) Peninsula (6) Valleys (7) Fjords, etc.	4. Know concepts of spacial relationships and topography. (GEOGRAPHY) 5. Identify cause and effect relationships. (SKILLS)	Map p 598	Ch 3 p 21 Chart Very Limited Sources	pp 6-7	X	X	4. Give students any map and have them use the scale to measure distances from given points. 5. Have students use a world map to measure the distance from their hometown in the United States to their duty station. 6. With the help of the media specialist locate movies or film strips on glacial activity and/or earthquakes. The students can then write a short paper with illustrations (sketches or cut pictures) showing cause and effect of these activities.

Grade Level: World Regions/Cultures

Marking Period: 1st

Suggested Time Frame: 6 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
b. Alluvial fans c. Deltas d. Dust Bowls e. Dunes					X	X	
4. Nature's effect on land forms a. Weathering b. Tidal activity c. Wind d. Water							
D. Elements of weather and climate 1. Definitions a. Climate b. Weather c. Atmosphere	6. Exhibit knowledge of political, physical and climatic features of a given location by making reasonable predictions on agricultural production, economic development, and cultural identities of the population. (GEOGRAPHY)	Map 598	Ch 2 Map and Chart pp 12-13	Ch 3	X	Middle East p 13	7. Have students research and construct a climate chart which includes climate zone and climate description for the culture regions which will be studied this year.
2. Climatic and weather controls a. Seasonal changes b. Winds (1) Pressure systems (2) Types: equatorial, prevailing	7. Identify cause and effect relationships. (SKILL)	Charts pp 182-184 252-255	Chart p 9		No sources on geog-raphy	No sources on geog-raphy	8. Students can draw a sketch showing the steps of the Hydrological Cycle. They should label each step.

Grade Level: World Regions/Cultures

Marking Period: 1st

Suggested Time Frame: 6 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
c. Water (1) Hydrologean (2) Ocean currents d. Solar (1) Greenhouse effect e. Altitude (1) Effects on climate (2) Effects on weather (3) Precipitation (a) Leeward (b) Windward	8. Recognize the value of scientific method of approaching a problem. (DECISIONMAKING)			Ch 3	X	X	9. Discuss the steps of the scientific method and have students reach the logical conclusion as to why this method could be used to approach all problems, including those encountered in world regions. (As an example, students could use the method for a simple exercise, such as, weather prediction, etc.)
	9. Participate in a task-oriented project. (DECISIONMAKING)		Map p 15				10. As a culminating activity in this area, assign group projects. The groups can construct models, charts, or any other visual aid on one the following topics: a. Greenhouse effect b. Vertical geography (the various climate regions and vegetation on a high mountain) c. Precipitation - and the effect of mountains (leeward and windward) d. Monsoons e. Global climates

Grade Level: World Regions/Cultures

Marking Period: 1st

Suggested Time Frame: 6 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
E. Distribution of global climates 1. General climate types a. Polar b. Middle latitudes c. Tropical latitudes 2. Variations a. Monsoons b. Maritime c. Continental conditions (moisture)	10. Read and write outlines. (SKILLS)	Map p 598 Chart p 182	ch 2 pp 10-11	ch 3			10. Review with students the form for outlines which will be used all year on chapters. Emphasize use of main ideas and pertinent detail.

Grade Level: World Regions/Cultures

Marking Period: First

Suggested Time Frame: 6 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
F. Maps and their use 1. History of mapmaking 2. Purpose a. Relationship to Man and his world b. Locations c. Distance d. Physical features	11. Recognize map symbols as representations of natural or artificial objects on physical, political, and land use maps. (GEOGRAPHY)	X	Ch 6 Charts pp 39, 42-43 Def.	pp 1-5	X	Middle East pp 13, 15, 17	11. Discuss various types of maps. Have the class observe similarities and differences as they pertain to the visual shapes of continents and political borders of countries. Note that some may seem distorted. Discuss reasons for these differences and how these could affect one's concept.
3. Advantages of maps and globes a. Various types for various concepts 4. Disadvantages a. Current emergence of new nations and boundaries b. Conflicts in mental and visual images	12. Identify the concept of political borders. (POLITICAL SCIENCE)	X					12. Through class discussion compare past and present political boundaries of given countries and discuss the differences.

Grade Level: World Regions/Cultures

Marking Period: 1st

Suggested Time Frame: 6 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
5. Map projects a. Types (1) Grid (2) Mercator (3) Globe (4) Polyconic (5) Stereographic (6) Azimuthal equidistance projection b. Specific variations (1) Topographic (2) Elevation (3) Cross section (4) Rainfall (5) Population (6) Communication 6. Symbols a. Legend b. Scale c. Directional Indicators	13. Demonstrate various listening and discussion skills. (SKILLS) 14. Explore population, economic, and social problems related to physical geography of countries/ areas. (GEOGRAPHY)	X	Charts pp 42-43 p 39 Definition	pp 4-5 Maps pp 8-9	X No sources on maps	X	13. Discuss and review with the class the various uses of maps and map skills. Stress the importance of these skills not only for this course, but in the the future. 14. Through the use of a current world atlas and/or world almanac the student can study the population density of given regions. By studying the physical landscape of this region the student can make an assumption on whether an area is densely populated or overpopulated and give reasons for the assumption.

Grade Level: World Regions/Cultures

Marking Period: 1st

Suggested Time Frame: 6 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
G. Distribution of world population 1. Concept in numbers a. Population density b. Overpopulation 2. Patterns of distribution a. Geographical b. Availability of natural resources 3. Reasons for distribution a. Agricultural Revolution b. Industrial Revolution c. Urban Revolution 4. Changes and Future a. Food supply b. Changes in population c. Longevity e. Shortages in resources	16. Identify cause and effect relationships. (SKILLS) 17. Communicate effectively in groups. (SKILLS) 18. Demonstrate generalization skills and recognize hypotheses, theories, and laws. (SKILLS)	Map p 600 pp 12-14 p 14	Very limited sources Map p 35	p 27	X No sources	Middle East p 17	15. Given a set of maps showing relief and natural resources, the student should make a hypothesis on where the population has settled and should be able to state the reasons for the settlement. 16. Following the previous map activity, the student can discuss his findings to the class in articulate manner.

Grade Level: World Regions/Cultures

Marking Period: 1st

Suggested Time Frame: 6 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
H. Distribution and utlization of natural resources 1. Vegetation a. Geographical location b. Climatic conditions c. Conservation d. Reforestation 2. Soil a. Composition b. Top soil and subsoil c. Conservation d. Reforestation 3. Wildlife a. Extinct species b. Conservation 4. Mineral a. World distribution and availability	19. Exhibit knowledge of political, physical, and climatic features of a given location by making reasonable predictions on agricultural production, economic development, and cultural identities of the population. (GEOGRAPHY)	Very Limited Sources	Ch. 4 Map p. 26 Ch. 54-55 Maps pp 490-491 p. 508	Ch. 4 Maps pp. 76-77, p. 79 Chart p. 83 Maps pp. 84-85	X	Middle East p. 15	17. Have students research the physical features and climate of the host nation and from this research predict what agricultural products are grown and what industry might be present. Correlate findings with those of other class members and check to see validity of choices.

Grade Level: World Regions/Cultures

Marking Period: 1st

Suggested Time Frame: 6 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
b. Mineral uses c. Exploitation - colonial ignorance d. Flow resources e. Fund resources f. Future substitutes (1) Nuclear (2) Solar (3) Geothermal 5. Water a. Shortages b. Flood and drought control c. Pollution and causes 6. Air a. Pollution and causes	20. Describe the economic significance of geographic features. (ECONOMICS) 21. Compare and contrast an urban society with an agricultural one. (ANTHROPOLOGY) 22. Communicate effectively in groups. (SKILLS)		Very limited resources				18. Discuss the inappropriateness in certain regions for certain economic activities. For example: Mountains and industry; cattle grazing, and desert farming in marshes. They can show exceptions made by technology, irrigation, and reclaimed land.

Grade Level: World Regions/Cultures

Marking Period: 1st

Suggested Time Frame: 6 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
I. Man's economic activity		Map p 12 p 16	Ch 5, 56	Ch 2, 5	X		19. After reviewing the text and viewing filmstrips and/or any other visual media, the student can write a brief paper comparing the activities of a hunting and gathering society with an early agricultural society.
1. Hunting and gathering							
a. Locations of early cultures							
b. Customs and traditions of early hunters and gatherers		p 13					20. Have the students discuss their findings of the above task with the class.
c. Migration for survival (Neolithic Revolution)							
2. Subsistance agriculture							
a. Limited land surface							
b. Overcropping and overgrazing							
3. Pre-industrial		Ch 2 pp 10-12	Very limited re-sources	Ch 2	X		
a. Paleolithic							
b. Neolithic							
c. Urban revolution							
4. Industrial							
a. Revitalization							
b. Computer age							

Grade Level: World Regions/Cultures

Marking Period: 1st & 2nd

Suggested Time Frame: 3 weeks for II

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
II. Purpose of cultural studies A. Evolution of cultural development 1. Culture and society a. Definition of terms b. Cultural norms (1) Customs (2) Folkways (3) Mores c. Law d. Ethnocentrisim e. Racism - Apartheid	1. Explore reasons for cultural diversity. (ANTHROPOLOGY) 2. Know that a society's norms and mores greatly influence the development of its laws. (ANTHROPOLOGY)	Ch 1 p 8 p 161	Ch 5, 56	Ch 1, 6	X No sources	No over-view	1. After the class has mastered the definitions of cultural norms as defined in the text, the class can participate in a group discussion giving examples of these norms and and comparing them with the norms of of other cultures with which they are familiar. 2. Following the conclusions formulated by the above discussion, have the class make predictions as to which laws would be passed and appropriate for that particular culture; e.g., Apartheid - South Africa Amish - Pennsylvania Jews - Nazi Germany Your host nation
2. Evolution of early man a. Ages (1) Paleolithic (2) Neolithic (3) Mesolithic b. Types and cultural achievements	3. Know that humans use the study of history to explain the significance of a particular culture. (HISTORY) 4. Use library media facilities effectively. (SKILLS)	Ch 2	Very limited resources	X			3. Have students use the media center for research to write a short research report tracing the history and evolution of early man and his accomplishments.

Grade Level: World Regions/Cultures

Marking Period: 1st & 2nd

Suggested Time Frame: 3 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(1) Homo Hablis - Zinjanthropus (2) Homo Erectus - Neanderthal Cro-magnon (3) Homo Sapiens - modern man c. Migrations of early man d. Current discoveries (1) Johanson (2) Leakey							
3. Effects on culture a. Agricultural revolution (1) Surplus crops (2) Specialization of labor b. Urban revolution (1) End of nomadic life (2) Structures required - civilization begins	5. Delineate priorities of culture groups based on language, religion, family, and nation. (SOCIOLOGY) 6. Demonstrate how sex roles are determiners in culture. (SOCIOLOGY) 7. Describe the development of social systems including family, tribe, clan, and nation. (SOCIOLOGY)	Ch 3 Map p 12 p 16	Very limited re-sources	Ch 6	X		4. As a culminating activity on cultural components, the class can be assigned the following activity which should take about a week. The class can be divided into groups and each group can be given a closed package which contains the following items: a. A piece of paper upon which a sketchy map is drawn of an imaginary area. Physical features and climate of this imaginary area should be given

Grade Level: World Regions/Cultures

Marking Period: 1st & 2nd

Suggested Time Frame: 3 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
c. Industrial Revolution: technological changes							
4. Social and cultural change							
a. Define terms							
b. Cause of change							
(1) Invention or innovation							
2) Diffusion							
3) Revitalization							
c. Cultural lag			X		X		
B. Cultural uniformities and variety							
1. Universal cultural patterns							
a. Social institutions							
(1) Family structure							
(a) Extended							
(b) Nuclear							

b. an "artifact"
c. a bit of clothing (picture or fabric
d. an odd shaped rock
e. an object for means of exchange
f. an object showing some form of communication
g. an object which could suggest transportation
h. any other miscellaneous objects
i. a "shard"

The groups can then create a culture and report on that culture in any manner they wish. However, cultural areas that must be covered are:

Grade Level: World Regions/Cultures

Marking Period: 1st & 2nd

Suggested Time Frame: 3 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(2) Marriage (a) Polygamy (b) Polyandry (c) Polygyny (3) Family authorty (a) Matriarchal (b) Patriarchal		Ch 3	Very limited re-sources	No sources	No sources		a. Marriage b. Family structure c. Place of women d. Language e. Education f. Religion g. Community organization h. Laws and punishments i. Myths j. Customs k. Government
(4) Language development according to need (a) Rebus Principle (b) Hieroglyphics (c) Cuneiform (d) Alphabet		X					Following completion of this activity, the class can listen to a reading of "Digging the We'Uns."
b. Political							
(1) Institutions Clan - kinship group							
(2) Tribe							
(3) Nation: Requirements of nation state		X					

Grade Level: World Regions/Cultures

Marking Period: 1st & 2nd

Suggested Time Frame: 3 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(a) Housing (b) Inheritance practices: primogeniture (c) Economic: barter, etc. c. Religion (1) Early forms (2) Animistic (3) Need to explain unknown							
2. Social satisfaction a. Define terms (1) Class (2) Caste b. Social mobility: open class system	8. Know ways in which the quantity of communication among individual members affects the stability of a group. (PSYCHOLOGY)	Ch 3			No sources		8. After having completed the culture project the class can discuss how communication was helpful to the groups task and how it helped draw the group together. Discuss the importance of a group leader and leadership responsibilities. Relate these findings to culture.
3. Influences on culture but not determinants a. Geography b. Knowledge	9. Study the life-time future of students in political, social, and economic needs. (SOCIOLOGY)	X	X				

Grade Level: World Regions/Cultures

Marking Period: 1st & 2nd

Suggested Time Frame: 3 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
C. Areas of cultural studies 1. Anthropology 2. Archeology 3. Sociology 4. Social Psychology							9. If the following filmstrips are available in the media center, have the class view them and discuss the various field as career choice: What is History? What is Sociology? What is Anthropology? What is Psychology? What is Archeology?

Grade Level: World Regions/Cultures

Marking Period: 2nd

Suggested Time Frame: 7 weeks for III

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
III. Cultures of Middle East and Northern Africa A. Physical Environment 1. Location 2. Political divisions 3. Major landforms by areas a. Core area - plateaus b. North Africa - (1) Nile (2) Desert c. Fertile Crescent d. Arabian Peninsula 4. Climatic influences a. Desert b. Mountains c. Coastlands 5. Population distribution a. Affected by climate b. Multi-ethnic origins	1. Use library/media facilities effectively. (SKILLS) 2. Compare countries of Europe, Asia, and Africa by studying their topography, climate, resources, cultures, and contemporary events. (HISTORY) 3. Know the important events of his/her life and how they relate to his/her present view of self and the surrounding world. (HISTORY)	Ch 4 Maps pp 32-33 Ch 5	Ch 21 Maps pp 164-165 pp 170, 175, 185, 192 Ch 22, 23, 24	Ch 21 p. 350 Map Ch 22 Map p 357 Very limited sources	Ch 2 Maps pp 3-4 p 18 p 29 Ch 1, 3, 5, p 32	Middle East pp 13, 15, 17, 23, 84 pp 61, 65, 119, 123, 159 Ch 1 Ch 2 Prologue	1. Have the media specialist review with the class the various software and printed material available to them for use throughout the year which will be helpful to them in this course. 2. In class discussions compare the topography and population of the Middle Eastern countries by studying maps in the text. 3. Ask students to bring in any newspaper article for discussion on the Middle Eastern countries. These can be placed on the bulletin board and should be kept during the entire unit. 4. Have students write a short composition on their ethnic backgrounds, to include the origin or birth of their parents or ancestors. Then tabulate and correlate information to see from what area most of the students originated. Define the term multi-ethnic and stress that the United States in a multi-ethnic country.

Grade Level: World Regions/Cultures

Marking Period: 2nd

Suggested Time Frame: 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
B. Religions of the region 1. Early animistic beliefs 2. Polytheism 3. Beliefs influenced by conquerors a. Assyrians b. Persians c. Greeks d. Romans e. Byzantines 4. Hebrews: Introduction of Monotheism 5. Islam a. Founding of religion b. Political and economic conflicts c. Life of prophet d. Religious doctrine: 5 pollars of Islam	4. Demonstrate how religion and morality influence group behavior. (SOCIOLOGY) 5. Know that a society's norms and mores greatly influence the development of its laws. (ANTHROPOLOGY) 6. Explain why leadership is an inherent factor in societal development and organization. (ANTHROPOLOGY)	Ch 6 Ch 5	Very limited re-sources	Very limited re-sources	p 32 Limited re-sources		5. Divide the class into three groups and assign a major Middle East religion to each group. The groups can research the code of ethics for one of the religions and present their findings to the class. 6. Following the above group reports, the class can hold an open discusssion and formulate laws which they think would evolve from these ethics. These laws can be written down and displayed on the bulletin board. 7. Present a lecture or have a discussion on the life of the Prophet Mohammed and show how he, as a leader, was a vibrant force in Arab history. If any films or filmstrips are available, they can be shown. See media specialist for films or filmstrips on Mohammed's life. exs. History & Culture Part I Moslem World - Beginnings and Growth

Grade Level: World Regions/Cultures

Marking Period: 2nd

Suggested Time Frame: 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
e. Core of culture f. Spread of Islam Hegira: Year 1 g. Arab conquest: Jihad to empire h. Successor to Mohammed: Abu Bakr, Caliphate	7. Demonstrate how group behavior can influence whole populations. (SOCIOLOGY) 8. Demonstrate how religion and morality influence group behavior. (SOCIOLOGY)	Map p 47					8. Have a class discussion about how Islam spread from a local religion, to a national force, empire, and an international belief. The students could make maps showing the spread of Islam from its core to worldwide conversion.
C. History of the culture 1. Ancient world a. River Valley civilization (1) Mesopotamia (2) Egypt (3) Cultural achievements b. Jewish homeland (1) Canaanites (2) Philistines (3) Isrealites	9. Know that humans use the study of history to explain the significance of a particular culture. (HISTORY) 10. Know how the lifestyle and culture of a given region developed. (HISTORY) 11. Know that the study of history will help an individual realize selfhood through an awareness of his/her regional, national, or world context. (HISTORY)	Ch 5, 6 Ch 5	Ch 23, 24, 25 Very limited sources	Ch 22, 24 Very limited sources	Ch 3 Ch 4, 5, 6, 9	Middle East p 20, Ch 2, 3, 4	9. Have students construct a timeline paralleling events and achievements of the River Valley civilizations and early Hebrews. 10. Each student can compile a chart showing the dates, cultural contributions, areas, and expansion of the following early Arab dynasties:

Grade Level: World Regions/Cultures

Marking Period: 2nd

Suggested Time Frame: 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
c. Byzantines 2. Diversity of people a. Arab Dynasties (1) Umayyids (2) Abbasids (3) Almoravids (4) Seljuk Turks b. Foreign invasions 1. Crusades 2. Mongols c. Resistance to foreigners 1. Mamluk - Egypt 2. Saladin							a. Umayyids b. Abbusids c. Almoravids d. Mamluks e. Seljuks f. Ottomans After completion of the chart the class can discuss the cultural achievements remaining in present day culture.
d. Assimilation by conquerors e. Ottoman domination 3. Conflict of region	12. Examine historical similarities and differences of cultures which grew out of medieval or colonial experience. (HISTORY)	Ch 5, 6			Ch 1, 2 3, 5		11. Following the study of colonialism in the region, have students write a short essay comparing the similarities and the differences of the British and the French colonial expansion.
a. Colonialism (1) Britain (2) France b. Arab independence	13. Explore population, economic, or social problems, related to history of countries/areas. (GEOGRAPHY)		Very limited re-sources				12. Have a class discussion about the lasting impact of colonialism on the region and compare it to the American experience.

Grade Level: World Regions/Cultures

Marking Period: 2nd

Suggested Time Frame: 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
c. Religious conflicts d. Cultural diversities	14. Study an international conflict. (DECISIONMAKING)	p 54 Def.					13. If available, view filmstrip Arabs and Jews: A Study In Crises. Discuss and clarify the issues and discuss how the colonial experience influenced the political systems.
4. Nationalism a. Definition b. Arab states c. Zionism - (1) Definition (2) History of e. Conflicts (1) Mandate (2) Years	15. Explore the impact of colonialism on third-world political systems. (POLITICAL SCIENCE)	pp 54-55		Map p 380			
5. Founding of Israel a. Partition of Palestine b. Judaism c. Arab-Israeli wars (1) 1948, Independence (2) 1956, Suez Canal (3) 1967, 5 Day War (4) 1973, Yom Kipper	16. Study international decisionmaking groups. (DECISIONMAKING)	pp 82-83	p 178		ch 1, 2, 3, 5		14. As a follow-up activity to the filmstrip Arabs and Jews, have the class research and discuss the roles of the League of Nations and the United Nations in the Middle East, comparing it to the activities of the Arab League.

Grade Level: World Regions/Cultures

Marking Period: 2nd

Suggested Time Frame: 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
d. Lebanon invasion- (1) PLO e. Current problems (1) Negotiations (2) Terrorism, Olympics							15. Have the class simulate a meeting of the League of Nations, the United Nations, or the Arab League.
D. Contemporary society 1. Attitudes, values, and customs a. Class divisions b. Family life (1) Patriarchal (2) Courtship (3) Place of women	17. Describe the development of social systems including family, tribe, clan, and nation. (SOCIOLOGY) 18. Demonstrate how sex roles are determiners in culture. (SOCIOLOGY)	Ch 6	Ch 23, 24 Very limited sources	Ch 22, 23, 24 Very limited re-sources	Ch 1, 6 Ch 2, 6, 8, 9	Parts 1, 2, 3	16. Have students draw a series of sketches showing the structure of family life, including customs and reforms, if and where applicable.
c. Customs		Ch 6					
e. Social reforms (1) Religion (2) Education (3) Women		Ch 6, 7					

Grade Level: World Regions/Cultures

Marking Period: 2nd

Suggested Time Frame: 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
2. Economic activities a. Agriculture (1) Limited vegetation (2) Overcrowding (3) Necessity to import food	19. Identify the relationship between political and economic systems. (POLITICAL SCIENCE)	Ch 7			Ch 4, 5, 6, 9		17. Have students list ways in which changes in the political scene changed and/or affected economic activity in the area.
b. Egyptian land reform (1) Land re-distribution (2) Single crop economy discouraged (3) Irrigation - (a) Aswan (b) Russian aid		p 71	Ch 24	Ch 24			
c. Limited economic development (1) Rapid population growth 2) Overcrowded cities	20. Identify local, state, national, and international political division of the world. (POLITICAL SCIENCE)	Ch 7					18. Review with the class the current population maps of the Middle East to note concentration of population due to industrial growth. Compare it to an older map to understand change.

Grade Level: World Regions/Cultures

Marking Period: 2nd

Suggested Time Frame: 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
d. Industrialization e. Oil (1) Division of have and have not countries (2) Revenues bring change	21. Explain the economic functions of tariff, embargo, and boycott. (ECONOMICS)				More sources needed		19. Have students explain the terms: tariff, embargo, and boycott and relate these terms to the oil situation. Check publications for articles on oil and OPEC.
3. Political systems a. Nationalism b. Pan-Arabism c. Monarchy d. Socialism e. Democracy f. Threat of communism	22. Explain the economic significance of women becoming an integral part of the job market. (ECONOMICS)	Ch 8		More sources needed			20. Discuss with students changes in the culture that would affect women's role in the job market.
	23. Identify political systems used by countries or areas based on culture, language, or economics. (POLITICAL SCIENCE)	Chart p 84				Photo-graphic	21. View filmstrips on Nationalism and Socialism. Following the filmstrips, have students write short paragraphs defining in simple terms.
	24. Justify the concept of fiscal budgeting. (ECONOMICS)		Very limited re-sources			Essays	22. Using the World Almanac, have students research the United Arab Emirates and make a graph and/or chart to show how oil revenues have raised the standard of living and how the government has allocated funds for this.
	25. Describe the structure of international political organization. (POLITICAL SCIENCE)						23. Have students research the various Arab political organizations in the Middle East and make a chart, model, or diarama showing their function.
	26. Identify ethnic political groups. (POLITICAL SCIENCE)						

Grade Level: World Regions/Cultures

Marking Period: 2nd

Suggested Time Frame: 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
4. Islam today and in the future a. Cultural contributions to world (1) Mathematics (2) Science (3) Medicine (4) Literature (5) Fine arts (6) Architecture b. Conflict with sects: e.g., Iran	27. Demonstrate the ability to organize ideas in writing. (SKILLS) 28. Demonstrate how group behavior can influence whole populations. (SOCIOLOGY) 29. Demonstrate how religion and morality influence group behavior. (SOCIOLOGY)	Ch 9 p 37 p 67	Very limited re-sources	More sources needed	Ch 2, 3, 4, 5		24. Students can write a composition entitled, Islam Today. Have them emphasize the cultural contributions and influence of Islam on the lives and behavior of various groups.

62

63

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks for IV

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
IV. Culture of Asia A. Japan 1. Physical environment a. Location b. Climate c. Land forms d. Population distribution e. Natural resources 2. History of the culture a. Ainus - early peoples b. Development of culture (1) Early Japanese society (2) Chinese influence in Japan (3) Modification of Chinese influences (4) Decline of centralized government	1. Compare countries of Europe, Asia, and Africa by studying their topography, climate, resources, cultures, and contemporary events. (HISTORY) 2. Exhibit knowledge of political, physical, and climatic features of a given location by making predictions on agricultural production, economic development, and cultural identities of the population. (GEOGRAPHY)	Ch 28 Map p 327 255 Ch 29, 30	Ch 30 Map pp 245- pp 488- Map p 291 Ch 33	Ch 30, 32 Maps able p 490 Ch 30	No sources avail- Map	Japan Ch 1, 2 p 6 p 23 Map Ch 3, 4 Maps p 94, 105	1. Pass out a map of Japan and have students show the land forms, population distribution, natural resources, and climatic areas. Upon completion of the map have students predict what crops would be possible.

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
c. Feudalism (define) (1) Japanese (a) Shogun (b) Daimyo (c) Samurai (d) Jito (e) Shago (2) Civil war and unification (1333-1600) (3) Contact with Europeans: (a) Portuguese, 1543 (4) "Great Peace" of Tokugawa a) Sankin -Tokai system (5) Tokugawa seclusion policy	3. Construct a societal model. (ANTHROPOLOGY) 4. Use methods of historial inquiry appropriate to his/her interests and resources. (HISTORY)	Ch 29	Very limited re-sources	Very limited re-sources		Ch 4	2. Have students construct a model showing the social stratification of Japanese feudalism. Include positions and functions. 3. If possible view the video tape of Shogun to clarify feudal roles. 4. The student can research an area of personal interest in this unit and construct a project.

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(a) Christianity banned (b) "Great Peace" - 250 yrs							
(6) "Opening" of Japan (a) Introduction of West to culture (b) Commodore Perry (c) Samurai influenced oust of Tokugawa government	5. Study an international conflict. (DECISIONMAKING)	Ch 29				Ch 5	5. Discuss with the class the implications of the various international conflicts in which Japan was involved. Check with the media center and when available, show films and filmstrips to reinforce discussion. Films which might be used are: Tora, Tora, Tora; From Here to Eternity; In Harms Way; any other pertinent documentary film.

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
3. Making of modern Japan		Map	Ch 33 p 337	X	X	Ch 6	
a. Japanese expansion (1) Sino - Japanese, 1894-95 (2) Russo-Japanese War, 1904-05 (3) Japan and China (a) World War I (b) Gains in land area (c) "Twenty-one demands" (4) Rise of Nationalism (5) Manchurian Incident (6) Economic depression increases nationalism (7) Sino-Japanese War, 1937-1945 (8) Pacific War, WW II, 1941-45 (a) Japanese expansion	6. Know the purposes for which primary and secondary sources are best suited in historical inquiry. (HISTORY)	Ch 29, 30 Map p 339	Very limited re-sources	Very limited re-sources	No sources avail-able	Ch 6	6. Define primary and secondary sources to class and give examples, e.g., book, newspapers, magazine, diary, eye witness report, or letter. Discuss the reliability of above. Then have the class read various sources about Hiroshima, Nagasaki, and Pearl Harbor. Identify which sources were used.

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(b) Pearl Harbor (c) Atomic Bombs: Hiroshima and Nagasaki (9) American occupation (a) Changes in government (b) Traditional values changed (c) Social classes (d) Democracy introduced	7. List reasons for the metamorphosis of traditional outlines brought about by urbanization. (ANTHROPOLOGY)						7. Have class break into groups to creat a computer program showing the change of a traditional society to an urban, industrial one.
b. Contemporary Japan Attitudes, values, and customs (a) Traditional household (1) Men (2) Women (3) Marriages arranged	8. Know that hospitality has played a significant role in cultural maintenance. (ANTHROPOLOGY) 9. Explain the concept of situational ethics. (DECISIONMAKING)	Ch 30	Ch 33 Very limited re-sources	Ch 22	X	Ch 7, 8, 9, 10, 11, 12	8. Discuss with the class the changes in Japan prior to WW II, in attitudes toward strangers. Role play a situation showing these attitudes.

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(b) Meiji restoration brings social change (1) New laws, govern-ment, family life (2) Legal and economic factors influence change (3) Indus-trializa-tion affects places of society (4) Contem-porary marriage	10. Explain the economic significance of women becoming an integral part of the job market. (ECONOMICS) 11. Know the usefulness of constructive criticism. (DECISIONMAKING)						9. Group Debate - Role Playing Divide class into two groups to role play or debate the following: #1 - Traditional, Patriarchal #2 - Modern, contemporary, and liberated 10. Have students debate status of women and employment. 11. Have a class discussion about the ideas presented in the role play or debate and comment on classes' attitude and politeness to each other.

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(5) Changes in family relationship	12. Demonstrate various listening and discussion skills. (SKILLS)		Ch 30				12. Divide class into small discussion groups and assign an appropriate topic to each group, e.g., a. Changes in filial piety b. Changes in education c. Changes in Meiji Restoration - better or worse? d. Changes in the education of teachers from traditional to contemporary times.
(6) Care for elderly - change in filial piety				Ch 32	X	Ch 9	
(c) Education in Japan							
(1) Tokugawa			More sources needed	More sources needed			Have groups discuss the topic. Group leaders should report their group findings to the class.
(2) Samurai							
(3) Commoners							
(4) Women							
(5) Teachers							
(6) Dutch studies							
(7) Meiji							
(8) Contemporary: equal educational opportunity							

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(d) Japanese religion (1) Ghinto (2) Buddhism (3) Terdai (4) Jodo (5) Zen	13. Demonstrate the ability to organize ideas in writing. (SKILLS)				X	Ch 7	13. Assign the various Japanese traditional religions as a topic for a group report. Groups should organize material, research, assign tasks, and write a report on the assigned religion. 14. Explain to the class that Haiku developed from Zen Buddhism and is a form of 3-line poetry with 5 syllables, 7 syllables, and 5 syllables. Then have the students compose a Haiku selection. Haiku includes nature but never strong emotions like love and hate.
(e) Economic activities (1) Land distribution (2) Technological innovations	14. Relate the economic significance of international monetary organizations to the industrialized nations of the world. (ECONOMICS)	Ch 31			X	Ch 10	15. Have a group from the class check the Stars and Stripes daily and keep a running chart on the yen's value comparing it with the dollar exchange. See how the rate of the yen fluctuates with other world currencies as compared to dollar.

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(3) Skilled labor supply (4) U.S. aid (5) Re-appear-ance of Zaibatsu (6) Living standard rises (7) Leading export items: electronics, cars, computers, ship-building	15. Define investment and competition in a free enterprise system. (ECONOMICS) 16. Contrast the terms wholesale and and retail. (ECONOMICS) 17. Define negotiation relative to international trade. (ECONOMICS) 18. Define stockholders as part of a corporation's productivity. (ECONOMICS)						16. Have students define the following terms: a. Investment b. Competition c. Wholesale d. Retail e. Import f. Export g. International h. Trade i. Negotiation j. Stockholders k. Corporation Then apply these terms to Japanese economic activities with emphasis on trade and Japan's impact on world economy. 17. Have students check periodicals and newspapers for any pertinent news on economic activity and develop a bulletin board with findings.
2. Parliamentary grovernment		X	X	X	Ch 11		
(a) Growth toward (1) Meiji reforms (2) Constitution 1889	19. Give examples of the impact of computer technology on international banking and finance. (ECONOMICS)						18. Have the class or a group review changes that have occurred in the business world through the use of computers. Check stock exchange market to see how the Japanese computer market has affected other makes.

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(3) Emperor - ceremonial position	20. Describe basic political systems. (POLITICAL SCIENCE)		Ch 31				19. Have students construct a chart showing the structure of the Japanese government. They should include functions of each department and names of present day government officials.
(b) Chief Executive, Prime Minister					More resources needed		
(c) Diet reorganized							
(d) Emergence of political parties (fragmentation)	21. Describe ways political systems try to maintain stability. (POLITICAL SCIENCE)		Ch 32				20. Upon completion of the above chart, students should make a brief statement expressing their own views on how this political system maintains stability in the Japanese culture.
(e) Defense policies							
(f) Foreign relations					X	Ch 11, 12	
3. Japan's future			Ch 30				
(a) Japan's role in Pacific							
(b) Balance of power							
4. Cultural contributions to world culture		Ch 33	p 33	X	X	All of Part 4	
(a) Scroll painting							
(b) Landscape gardening							
(c) Theater - No and Kabucki Literature							

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
B. China 1. Physical environment a. Location: north and south China b. Population distribution c. Natural resources d. Climate e. Landforms and major rivers f. Outlaying areas (1) Mongolia (2) SinKiang (3) Manchuria (4) Gobi (5) Desert (6) Tibet	22. Identify local, state, national, and international political divisions of the world. (POLITICAL SCIENCE) 23. Recongize proper tools and sources for problems presented. (SKILLS) 24. Compare countries of Europe, Asia, and Africa by studying their topography, climate, resources, cultures, and contemporary events. (HISTORY)	Ch 22 Ch 23	Ch 30 Map p 279 Ch 32 More sources needed	Ch 30 Maps p 466-467 p 477, 480 Ch 30	Ch 2, 12 Maps pp 3-4 Ch 1, 2, 3, 4 p 29 Calligraphy	Prologue Ch 1 pp 1, 6, 11, 19, 30, 73, 137, 157, 165 Ch 2 Part 1, 2, 3, 4 Maps pp 6, 11, 19 30, 31	21. Discuss with the class the proper research tools for the following assignment. Then hand out materials for one large map to be put on the bulletin board. Divide the class into groups and assign tasks. The map should show a. Population distribution b. Natural resources c. Land forms d. Outlaying areas e. Taiwan f. Ancient River Valley civilizations g. Areas controlled by various dynasties. 22. Have students read about dynastic China and make an outline of the cultural contributions and history of each dynasty.
2. History of culture a. Ancient civilization (1) Shang Dynasty (2) Chou Dynasty, Age of Philosopher (a) Confucianism (b) Taoism (3) Chin Dynasty and the Great Wall	25. Know how long the lifestyle and culture of a given region developed. (HISTORY)						

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(4) Han Dynasty (5) Tang Dynasty: The Golden Age (6) Manchu Rule	26. Demonstrate the ability to organize ideas in writing. (SKILLS)	Ch 23			Ch 5, 6, 7, 8		23. Assign the class an essay with the title, "What were the ramifications of European influence in China up to 1900".
b. Influence of foreigners (1) European traders and missionaries (2) Inferior position: Kowtow (3) Opium trade war (4) Treaties weaken China (5) Taiping rebellion (6) Reforms by Manchus (a) Empress Dowager (b) Kuang Hsu (c) K'ang Yu-wei (7) French missionary effort			P 32 More sources needed	Ch 30 More sources		Ch 13, 14	24. If possible view the video film, 55 Days to Peking. Following the viewing, have students write an essay discussing the impact of foreigners on the Boxer Rebellion.

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(8) Struggle for domination of China by western nations. (a) Russia (b) Open Door policy (c) Boxer Rebellion		pp 269-270					
3. Contemporary society background a. Attitudes, values, and customs (1) Traditional family roles (2) Arranged marriages (3) Filial Piety (24 Paragons) (4) Education - civil service exams (5) Chinese religion (a) Confuciansim (b) Taoism-Laotzu (c) Buddhism (d) Ancester worship	27. Explain why leadership is an inherent factor in societal development and organization. (ANTHROPOLOGY) 28. Describe basic political systems. (POLITICAL SCIENCE)	Ch 24, 25	More sources needed	Ch 30, 31 Very limited sources	Ch 2, 4, 5, 12, 8	Parts 3 & 4 Chart p 56	25. Have students list ways in which Confucius influenced Chinese culture beyond his own lifetime. Have them include one of the maxims of Confucius. 26. If possible, view the film strip, What is Communism? Then have a class discussion which reviews the basic concepts of Communism and how it relates to China.

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(6) Traditional family life weakened (7) Religion displaced							
b. Economic activities					Ch 5, 6, 8, 9, 10, 11, 12		
(1) Chinese agriculture							
(a) South China - rice							
(b) North China - wheat							
(2) Communist farm policy since 1949							
(a) Land redistributed							
(b) Communes							
(3) Chinese industry	29. Read and write outlines. (SKILLS)			Ch 30, 31 Very limited sources			27. Have students outline the growth of Communism in China.
(a) Foreigners introduce modern industries		More sources needed					
(b) Communists assume control of economy							

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(c) Rapid growth under Communist 5-year plans					Ch 10, 11		
(d) Rapid techno-logical advancement, nuclear nation							
c. Sino-Communism		Ch 26					
(1) Revolutionary parties form after 1895		pp 270-276					
(2) Sun Yat-sen forms Kuomintang or Nationalist Party							
(3) 1911 - 1912, end of Imperial China							
(4) 1914-1928, Civil War warlords							

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(5) Japanese defeat, 1914 (6) Loss of land to Japan, Versailles Treaty (7) Nationalist party uses Soviet Communist party as model (Chiang Kai-shek) (8) Nationalists and Communists clash (9) The Long March, 1934, led by Mao Tse-Tung (10) Manchurian Incident (11) Economic problems forced cooperation with Communists	30. Explore the decisionmaking process. (SKILLS) 31. Describe how diverse social systems accomplish the basic goals of a culture. (SOCIOLOGY)	pp 270-276	Very limited re-sources	More re-sources needed	Ch 10, 11, 12		28. Have a group role play the situation of a young person in China at the end of World War I who must make a decision as to what political party to follow, Nationalist vs. Communists. Have them argue their views with peers of the opposite party. 29. Hold a panel discussion on the following systems to determine if they fulfill cultural goals: a. Marxism b. Confucianism c. Nationalist beliefs

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(12) Civil war, 1945-49							
(13) Nationalists defeated-retreat to Taiwan							
(14) People's Republic of China proclaimed							
(15) Marxism replaced Confuciansim							
(16) Thought reform		Ch 26		Ch 31			
(17) Re-education							
(18) Cultural revolution							
(a) Gang of Four							
(b) Tse-Tung and Chou-en-lai							

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
d. China's future (1) Foreign diplomacy (a) Russia (b) Afro-Asian world (c) United States (2) Reunification with Taiwan (3) Industrial plans (4) Agricultural programs to increase food supply (5) "Ping-pong" diplomacy	32. Know social, political, or technological factors which will affect historical research and its interpretations. (HISTORY)		Ch 32		Ch 11, 12	Part 6	30. If a translation can be located of Chairman Mao's Little Red Book, read orally excerpts at random and discuss the ideas expressed with the class. Suggest ways in which these ideas could change in interpretation in the future. 31. Using back issues of Newsweek and Time have the class acquaint themselves with the background of the cultural revolution The Gang of Four. At one time the cultural revolution was approved. Why has this approval been withdrawn?
	33. Explain the economic functions of tariff, embargo, and boycott. (ECONOMICS)						33. Discuss with the class the reasons why an embargo and boycott were placed on the Peoples Republic of China by the United States following the takeover of the Chinese mainland. Explain and define terms and discuss the implications of such actions as an economic weapon. Have class relate comparable examples of boycotts.

98

99

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
C. Southeast Asia 1. Physical environment a. Political areas, 9 nation states including Vietnam, Cambodia, Malaysia, etc. b. Location (1) tropical zone (2) two geographic divisions c. Land forms (1) Peninsular or continental S.E. Asia (a) Rivers (b) Mountains (2) Islands S.E. Asia (a) Archipelagoes: Indonesia, 13,000 islands, Philippines, 7,000 islands (3) Within Pacific "Ring of Fire"	34. Explore population, economic, and social problems related to physical geography of countries/areas. (GEOGRAPHY)	Ch 34	Ch 30, 34 Map p 301 More sources needed	Ch 27 Maps pp 431-436	No sources available	South East Asia Ch 1 p 89 Maps pp 6, 12, 19, 23, 29, 39, 47, 53, 57, 68, 115, 125, 141. Part 3.	34. Have the class show the various nation states of Southeast Asia with their land forms on a map. Color code the climate areas. 35. On another map have students show the primary economic activities of these countries. Have them color code the various ethnic groups.

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
d. Climate: heavy precipitation (1) Typhoons, April - December (2) Rain forests prevent geological exploration							
2. History of culture a. Ethnic diversity (1) Rural population (2) Urban population reflects migrations (a) Chinese (b) Indians (c) Europeans (d) Japanese (e) Americans	35. Trace the melting pot concept and its significance on American cultural developments. (ANTHROPOLOGY)	Ch 35, 36	Ch 34	Ch 27, 28, 29	X	Part I, IV	36. Discuss with the class the Melting Pot concept and its influence on American society. Discuss how this term came into existence. The class may suggest the term salad bowl, let them enlarge upon this idea. Emphasis should be on the multi-ethnic influences in society.
	36. Identify ethnic political groups. (POLITICAL SCIENCE)			Very limited sources			37. Have students write a short essay on the ethnic diversity in South East Asia. In the essay discuss the implications to their culture. They should identify the ethnic groups and comment on cultural clashes between them.
b. Nationhood background (1) Peninsula (2) Ancient river valley civilizations						X	

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(a) Burma, Mon, and Pagan (b) Cambodia, Khmer (c) Thai, Red River Delta (d) Vietnam (e) Chinese Conquest (f) Mekong Delta, Champa (g) Vietnam (h) Conquest by North							
(3) Island civilization influenced by exposure to Islam Srivijaya, Malaya, and Indonesia (4) Europeans - Traders and colonizers	37. Explore the impact of colonialism on third-world political systems. (POLITICAL SCIENCE)	Map p 401		Very limited sources			38. Have students construct a chart showing the areas of colonialism in South East Asia. They should include in one of the sections the changes brought to the culture by the mother country. 39. Assign a written a research report on one of the colonial empires of South East Asia. They should show how European powers exploited and influenced this area. 40. Have the class construct a project with the theme, "Colonialism, Good or Bad".

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(a) Dutch East India Company, Introduction of plantation system (b) Spanish - Philippines introduce Encomiendas - large estates Catholic religion (c) Britain, Malaya, and Burma rubber plantations, importation of foreign workers							
(5) Independence following WW II (a) Indochina War - Ho Chi Minh and American involvement	38. Identify political borders. (POLITICAL SCIENCE)	p 404					41. Have students draw a map of South East Asia and color code the colonial areas. They should superimpose the political boundaries of the new independent countries on the map and label them.

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(b) Geneva Conference, Independence of Cambodia, Laos, North and South Vietnam (c) Vietnamese war	39. Describe the development of social systems including family, tribe, clan, and nation. (SOCIOLOGY) 40. Know how the lifestyles and culture of a given region developed. (HISTORY)		More sources needed	Ch 27, 28, 29	X	Part 4	42. Have students show the social structure of society of South East Asian culture in a series of sketches. 43. Have students select any book on South East Asia. Fiction is permitted. They should read the book and write a report showing how the culture was portrayed in their book.
3. Contemporary society a. Attitudes, values, and customs (1) Varied ethnic groups result in conflict of loyalty (2) Resentment among ethnics and native population (3) Traditional family (a) Extended family (b) Marriage arranged (4) Increasing Communist influence		Ch 36		Very limited sources			

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(5) Education varies according to country and religion							
(6) Religious beliefs: Confucianism, Buddhism, Taoism, Christianity, Theravada Buddhism, Islam, Nat worship			Ch 34				
b. Economic Activities							
(1) Agriculture - subsistance farming		Ch 37			X	Part 2	
(a) Shifting agriculture							
(b) Plantation farming - colonial influence							
(c) Green revolution							
(d) Forest products potential wealth source							

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(2) Industry (a) Tax break for new industries (b) Based on agricultural products (c) Political uncertainty and political instability	41. Study international decisionmaking groups. (DECISIONMAKING)	Ch 38, 39	Very limited re-sources	Ch 27, 28, 29	X		44. Have students research the role of the United Nations and the Geneva Conference and their activities pertaining to the South East Asian question. Upon completing research, students can take the roles of various nations involved and attempt to come to peace terms.
4. Future a. Unstable governments weaken probability of success b. Division among ethnic groups hinder solidarity	42. Describe basic political systems. (POLITICIAL SCIENCE)				X	Part 5	45. Have the class construct a chart describing the political systems of: a. Burma b. Cambodia c. Laos d. Vietnam e. North Korea f. South Korea g. Philippines

Grade Level: World Regions/Cultures

Marking Period: 3rd

Suggested Time Frame: 6 - 7 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
c. Rivalry among Communist and non-Communist nations prevent peace and prosperity							

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 4 weeks for V

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
V. India A. Physical environment 1. Location 2. Landforms a. Himalayas b. Indo-Gangetic Plain c. Deccan Plateau Ghats d. Major river systems (1) Ganges Holy River (2) Indus, early civilizations 3. Climate a. Monsoons b. Droughts 4. Natural resources a. Iron ore b. Bauxite B. History and culture	1. Know concepts of special relationships and topography. (GEOGRAPHY)	Ch 16	Ch 30 Maps pp 258-259 p 267	Ch 25 Maps pp 402, 407	Ch 4 Maps p 3, 4 Map p 46 Maps p 51 pp 54-55	India Prologue Ch 1, Maps pp 6, 13, 16, 23	1. Have students study a map of the Indian Subcontinent. The following questions may be asked orally or reproduced as an independent activity: a. What cities in this culture region are located in the Arabian Sea? (Goa, Bombay, Karachi) b. Name an island capital. (Colombo) c. What is the primary landform in Bhutan, Nepal, and Sikkim? (mountains) d. Name a river that flows in each of these directions: south, east, west. (Indus-south, Ganges-east, Narbada-west) e. What islands are part of India? (Laccadive Islands & Andaman Islands) f. What direction is Kashmire from Calcutta? (N.W.) g. What countries have coasts on the Bay of Bengal? (Sri Lanka, India, Bangladesh, Burma)

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 4 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
1. Harappan Civilization, 3000 - 1500 BC a. Centralized government b. City planning c. Advanced irrigation d. Crafts e. Worship, Mother Goddess, and Bull	2. Know how the lifestyle and culture of a given region developed. (HISTORY)	Ch 17	Ch 30	Ch 26 p 414	Ch 5, 6, 7	Parts 1, 2, 3, 4 2.	h. Which desert separates Delhi from Pakistan? (Thar) i. What is the most eastern large city in India? (Calcutta) j. In what country is the delta of Ganges located? (Bangladesh) If possible, view the filmstrip, Ancient India (Time/Life).
2. Aryan Invasions, 1500 - 1200 BC a. Cultural base for modern India b. Destruction of Harappan Civilization			Ch 30	Ch 26	Ch 5, 6, 7	Parts 1, 2	3. Have students construct a time line of events in India. The time span will include the years 3000 BC to 1847 AD.
3. Alexander the Greek, 327-325 BC: Brief Hellenistic influence							

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 4 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
4. Maurya Empire, 321-185 BC a. Established by Chandragupta Maurya b. Enlarged under Ashoka c. Centralized government d. Buddhism established e. Ashoka's symbol - Wheel of the Law f. Gupta Empire, 320-535 AD: Golden Age of Hindu culture							

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 4 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
5. Muslem Invasion: Mughal Empire, 1526-1857 a. Babur b. Battle of Panipat c. Akbar - enlarges empire d. Fall of empire	3. Construct a societal model. (ANTHROPOLOGY)	p 31					4. Have the class construct a societal model showing the Indian Caste system.
	4. Explore the decisionmaking process. (SKILLS)				Ch 1, 5, 10	Parts 3 4	5. Have students write a short essay on the topic, "If you were to be reincarnated, to which Hindu caste would you wish to be reborn? Why? State reasons?"
6. Effect of Hinduism a. Caste system (1) Caste determines occupation (2) No social mobility (3) Panchayat, council of elders-determines punishments for caste infringements (4) Harijans - Pariahs untouchables-outside caste system	5. Demonstrate how sex roles are determined in culture. (SOCIOLOGY)						6. Have a class discussion about being a woman in Aryan society? Include concepts of purdah, place, suttee, marriage, and dowries.
	6. Demonstrate how religion and morality influence group behavior. (SOCIOLOGY)						7. Have students write an essay on the topic, "How did Hinduism/Buddhism affect everyday life?". The class could be divided, with one half of the class writing about Hinduism and the other half writing about Buddhism.

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 4 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
b. Traditional Indian life (1) Superiority of male (2) Purdah still observed (3) Arranged marriages			Ch 31		Ch 1, 5, 10		
c. Hindu beliefs (1) Vedas and Upanashads (2) Brahma, absolute (3) Reincarnation (a) Karma (b) Dharma (4) Worship centers within family (no clergy)							
7. Buddhism a. Founded by Siddhartha b. Four Noble Truths and Eight Fold Path (1) Observances release soul (2) Nirvana							

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 4 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
8. Monarchy, Colonialism to independence a. British East India Company (1) Rivalry with French (2) Battle of Plassey - British domination (3) Abuses bring government control b. British monarchal rule (1) Reforms (2) Tax collection method creates new class (3) Expanded holdings (4) Sepoy rebellion c. Independence movement (1) Initiated by Hindus (2) Ram Mahua Raj (1777-1833) d. Indian Nationalist movement (1) Initiated by Western educated leaders	7. Explore the impact of colonialism on third world political systems. (POLITICAL SCIENCE) 8. Examine historical similarities and differences of culture which grew out of medieval or colonial experience. (HISTORY)	p 192-196	Ch 31		Ch 6		8. Have students research and trace the British traditions that have been assimilated into Indian culture. Have them utilize several media sources from the media center. 9. The students could make a chart or poster of their findings from the activity above.

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 4 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(2) Pride in heritage stressed (Hindu) (3) Muslims organize (Sayyid Ahmad Khan) (4) Indian National Congress concessions made - demands not met	9. Explain why leadership is an inherent factor in societal development and organization. (ANTHROPOLOGY)			Very limited resources			10. If available, view the film Gandhi. Following the film discuss the impact of Gandhi as an individual on India and as a world figure. Stress that political or social movements require leadership. Compare methods used by leaders to gain support (Hitler, Stalin, Lenin, Mussolini, Thomas Paine, Martin Luther King).
(5) Gandhi (a) Class movement to political movement (b) Amritsar Massacre (c) Non-violence, Satyagrapha (ahimsa) (d) Goal, swaraj - self rule (e) Dandini Salt March	10. Participate in community organization. (DECISIONMAKING)			Very limited resources	Ch 7		10. Have students write two accounts of the Dandi Salt March or the Amritsar Massacre from the viewpoint of a British major and an advocate of Swaraj. At the end of the paper the student should identify himself as the major or the Indian.

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 4 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
9. Independence, end of WW II a. Hindu vs. Moslem b. Partition Plan: East/West Pakistan India c. Later division: East Pakistan/ Bangladesh	11. Know reasons why the concept of emotional maturity is culture-dependent. (PSYCHOLOGY)						12. Explain to the class how responses indicate levels of maturity. Stress that culture may alter or affect responses. Then have class do the following exercise. a. Two well-known psychologists have described five levels of mature behavior. They are as follows: Level 1: (The lowest level of maturity) At this level a person does not recognize the good and bad effects of his/her behavior on other persons.
C. Contemporary Society 1. Attitudes, values, and customs a. Culture shaped by religion b. Buddhism influence			Very limited sources	Ch 26	Ch 1, 2, 3, 9	Part 3, 4	

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 4 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(1) Art (2) Architecure, Stupa (3) Literature (4) Sculpture, Mudras c. Hinduism influenced (1) Art (2) Sculpture (3) Architecture, Taj Mahal (4) Literature, Bhagavad Gita (5) Modern novel d. Caste system (1) outlawed (2) More individual freedom			Ch 31				Level 2: At this level a person does whatever he/she wants and considers others only to get what he/she wants. Level 3: At this level a person conforms to whatever the group does without thinking whether it is good or bad. Level 4: At this level a person follows rules of good conduct because he/she has been told that he/she should do so. Level 5: (The highest level of maturity) At this level a person is interested in the well-being of others but decides for himself/herself what specific actions will bring about this good.

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 4 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES

b. Read the following behaviors. Indicate which level of maturity they seem to demonstrate:

____"I don't care about anyone else. I'm going to do what I please."
____"I'll help Joe this time, and maybe he can help me tomorrow.
____"I'm going to do that. After all, everyone else does it."
____"I'm not going to do that. My religion teaches me that doing that kind of thing is wrong."
____"What I'm going to do may not be exactly according to the law, but I think it'll be best for everyone involved."
____"Everyone ignores traditions and does what he wants to."
____"I never ignore traditions."
____"It may be okay to ignore traditions, but it confuses society if we do."
____"I don't care about society. I do what I feel like it."

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 4 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
							c. Following this exercise discuss the following: How would responses be affected by Indian culture? Would religion or colonialism affect responses? How would you as a Pakistani or Moslem have answered?
	12. Explain the concept of situational ethics. (DECISIONMAKING)						13. Have students role play that they are a Brahmin and have just been informed that an untouchable is now your equal. What are their feelings?
	13. Demonstrate how group behavior can influence whole populations. (SOCIOLOGY)						14. Have students show one way in which Hindus, Buddhists, and Moslems influenced the people (culture) of India.

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 4 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
2. Economic activities a. Green Revolution b. Large scale industrial development (1) Textiles, Madras (2) Iron and steel (3) Implementation of cottage industries	14. Describe ways political systems try to maintain stability. (POLITICAL SCIENCE)				Ch 3, 6, 7, 8, 9	Part 2 Photo essays	15. Have the class list ways in which the newly independent government of India attempted to maintain the economic, and cultural stability of the new nation. 16. The class can construct a model or chart showing the structure of the Indian government. Show how the government attempted to create justice and "the good life for its people."
3. Government a. Democratic Republic b. Parliamentary government c. 3 Branches - bi-cameral d. Based on British system			Ch 18	Ch 31	Ch 26	Ch 5, 6, 7, 9	

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 4 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
4. India's future and problems a. Rapid population growth b. Coalition government may weaken c. Multi-political parties lead to disunity d. Kashmir e. Maintenance of neutrality f. Remnants of caste consciousness g. Religious conflicts							

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 5 weeks for VI

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINEHART WINSTON	MACMILLAN	MERRILL	SCHOLASTIC	ACTIVITIES
VI. Soviet Union and Eastern Europe A. Physical environment 1. Location - in relation to United States 2. Political units, 15 Republics 3. Topography a. Mountains b. Rivers c. Ice shield d. Vegetation belts e. Major lakes f. Islands g. Arctic regions 4. Natural resources 5. Climatic conditions, extremes of Soviet temperature 6. Population distribution, Fertile Triangle	1. Compare countries of Europe, Asia, and Africa by studying their topography, climate, resources, cultures, and contemporary events. (HISTORY)	Ch 40 Maps pp 442, 444, 449, 456, 465, 496	Ch 17, 18, 19, 20 Maps pp 122-123 Maps pp 135, 145, 153,	Ch 18 Maps pp 298-299 p 302 pp 312-313 pp 319, 324	Ch 2 Maps pp 3-4 p 12, pp 22-23, 26	Soviet Union Ch 1 Maps pp 6, 18 21, 23, 31, 89, 137, 149, 195	1. Have students draw maps of Russia showing the following: a. Topography b. Climate c. 15 republics and their capitals d. Vegetation belts - Tundra, Taiga, steppes, and Mediterranean (Black Earth Belt) Following completion of map, compare it to other areas and discuss similarities and differences.
	2. Know that humans use the study of history to explain the significance of a particular culture. (HISTORY)		Map p 129			p. 183	2. Students should fill in a map showing the earliest Russian settlement. Then enlarge it to include the first Russian state as it emerged from the Slavs. They should enlarge it to include expansion into an empire up to the Napoleonic invasion.
							3. If the video tape, War and Peace, is available, view it and hold a class discussion. Emphasize the differences in social class, events, etc.
B. Cultural history		Ch 41	p 126 Map	Ch 19 Very limited resources	Maps p 38-39 Charts pp 54-55 Ch 1, 2, 3	pp 36, 38 174 Part I	

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 5 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
1. Establishment of a nation a. Early Russian state (1) Slavs (2) Vikings (3) Rurik b. Kiev, trade center prospers c. Cyril and Methodius introduce alphabet d. Christianity splits in 1054-Russia and and the Orthodox Church e. Fall of Constantinople, 1453-Russia assumes Byzantine mantle f. Decline of Kienvan state g. Mongols invade and dominate (1) Golden Horde (2) Tatar rule h. Rise of Muscovy (Moscow) (1) Core for modern Russian state (2) Introduction of Tsarist rule: Ivan the Great		Ch 41	Ch 18, 19	Very limited re-sources	Ch 5, 6, 7	Part I	4. Show video Dr. Zhivago, if it is available, and hold class disucussion on pertinent events. 5. Write the Cyrillic Alphabet and compare it with the Greek Alphabet. 6. Assign to each student a biography of any well known Russian individual. 7. Show video tape, Nicholas and Alexandra, if it is available and discuss implications on Russian history. 8. View video Anastasia, if it is available, and have the class draw conclusions as to the possibility of royal survivors. 9. Have students read, File on the Tsar, and draw own conclusions. 10. Have the class contrast the abolition of serfdom in Russia with the abolition of slavery in the United States. 11. The class could research any book on Rasputin and ascertain whether he was a hero or villian in Russian history.

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 5 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(3) Serfdom established (4) Expansion of boundaries: Ivan the Terrible i. Westernization by Peter the Great j. Russian Empire (1) Catherine the Great (2) Alexander I k. Napoleonic invasion l. Beginnings of discontent and revolution (1) Decemberists (2) Nihilists m. Some reform, Nicholas I n. Tsar Liberator Alexander II (1) Abolition of serfdom (2) Plans for representative government (3) Assassinated					Ch 5, 6, 7		
				Very limited resources			

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 5 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
o. Liberal Movement curbed (1) Alexander III (2) Ethnic and religious groups persecuted			Map p 126				
p. Nicholos II, last Tsar (1) Reign influenced by Rasputin (2) Attempts to create Duma (3) Revolution ends Romanov Dynasty						Part II	
2. Revolution a. Russo-Japanese War (1904-1905), increases unrest b. World War I, depletes country c. Revolution of 1917 d. 1st and 2nd provisional government (Duma)	3. Describe basic political systems. (POLITICAL SCIENCE)	P 467	Very limited sources		Ch 5, 6, 7, 8	Ch 3, 4	12. View filmstrip, What is Communism?, if it is in your media center, and discuss ideology and compare it with students' own ideas. Stress changes made to theory of Karl Marx by Lenin. 13. View filmstrip, The Russian Revolution, if possible, and discuss the justification for this revolution.

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 5 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
e. Bolsheviks f. Vladimir Ulyanov - Ni Kolai Lenin g. Treaty of Brest-Litovsk, 1918 h. Civil war, 1918-1921 Reds vs. Whites i. Red army victorious (1) Assassination of Czar (2) Bolshevik victory j. Joseph Dhvgasvili (Stalin) k. Leba Bronstein (Leon Trotsky) l. Great Purge	4. Know social, political, or technological factors which will affect historical research and its interpretations. (HISTORY)						14. Have students research the ideas of Lenin and the belief in the divine right of kings. Have them present a dialogue between Nicholas II and Lenin. 15. Study speeches of Stalin, Krushchev, Adropov, and current leaders. How has the Soviet viewpoint changed?

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 5 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
C. Contemporary society 1. Attitudes, values, and customs a. Background (1) Tsarist society had rigid social divisions-peasants bound to land (2) Traditional family life-arranged marriages (3) Religion strong influence (4) Education for wealthy b. Revolution changed family unit (1) Equality of sexes (2) Hostility by Communists toward religion (3) Individual serves the state (4) Controls extended to personal life	5. Describe how diverse social systems accomplish the basic goals of a culture. (SOCIOLOGY)	Ch 42	Very limited sources	Ch 19, 20 Limited re-sources	Ch 2, 4, 7, 8	Parts 2, 3, 4	16. In a class discussion compare the values and customs of Tsarist Russia with those of Soviet Russia. Did both systems fulfill the definition of culture as we defined it?

152

153

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 5 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(5) Censorship of arts and literature		Ch 45					
c. Communist party makes decisions d. Ethnic groups (1) Struggle to retain identity (2) Muslims remain culturally separate	6. Identify local, state, national, and international political divisions of the world. (POLITICAL SCIENCE)		Very limited re-sources				17. Have students identify the countries of the Eastern Bloc and state how these countries fit into the Soviet economic system. Have them write a short synopsis of their views.
2. Socialist economic system a. New policy introduced by Lenin b. Stalin - 1928 - 1st five-year plan c. Collectivism-bitter opposition d. Farm production (1) Collective farms, Kolkhozi (2) State farms, Solvkhoz e. Modernization of industry thru planned programs (1) 7-, 10-, 15-, 20-, 25-year plans		Ch 43		X	Ch 2, 4, 7, 8	Part II	

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 5 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
(2) U.S.S.R. moves toward industrial nation (3) Industry highly centralized (4) Quality poor-shortage of consumer goods	7. Identify the relationship between political and economic systems. (POLITICAL SCIENCE) 8. Explain why leadership is an inherent factor in societal development and organization. (ANTHROPOLOGY)						18. Given a concise definition of Communism. Have students show how the political system and economic system are interwoven. Have them construct a poster showing this relationship. 19. Have groups of students select one leader of Russia since the 1917 Revolution and in a series of cartoons or sketches show their importance to the system and how their accomplishments strengthened or weakened the system.
3. Soviet Communism a. Belief that government has 2 stages, move from capitalism to socialism to communism b. One political party, limited membership c. Legislature, Supreme Soviet d. Parallels between party and government (1) Central Committee Presidium and Council of Ministers		Ch 44	X	Very limited re-sources	Ch 8, 9		

156

157

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 5 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
2) Parallel continues to local level e. Indoctrination of Communist philosophy in schools f. Censorship of all media							
4. Future a. Foreign policy (1) Strategic Arms Reduction Talks (START) (2) Russia's role in other geographical areas (a) Middle East, Afghanistan (b) Latin America, Cuba (c) Africa, Angola (d) South East Asia	9. Explain the economic functions of tariff, embargo, and boycott. (ECONOMICS)	Ch 44	X	X	Ch 9	Epi-logue p 255	20. Divide class in half and assign them a country (A or B). Country A has a government that is the complete antithesis of Country B. Country A is primarily agricultural but has a food shortage and buys from B. A's industry is highly technological in some areas. Country B is industrialized whith a surplus of food. Both are power centers. Country A attacks Country C in an undeclared war. What does Country B do? What is A's reaction to B? Simulate dialogues of each government.

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 5 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
b. Domination of Eastern Block continues despite unrest (1) 1953, East Germany (2) 1956, Hungary (3) 1968, Czechoslovakia (4) Poland c. Space race continues d. Warsaw Pact vs. Nato e. Dissidents in all field and ethnic groups may create internal social unrest	10. Use methods of historical inquiry appropriate to his/her interests and resources. (HISTORY) 11. Demonstrate generalization skills and recognize hypotheses, theories, and laws. (SKILLS)	Ch 45	X	X	Limited re-sources		21. Have groups of students select any Eastern Bloc nation. They should research its history, make a hypothesis about its future as a continuing member of the Eastern Bloc, and write their findings in a short paper. The groups should state their predictions logically.

160

161

Grade Level: World Regions/Cultures

Marking Period: 4th

Suggested Time Frame: 3-4 weeks for VI
(If not integrated throughout the curriculum)

AREA OF STUDY/CONTENT	OBJECTIVES	GINN	HOLT/ RINE-HART WINSTON	MACMIL-LAN	MERRILL	SCHOL-ASTIC	ACTIVITIES
VII. Host Nation A. Physical environment B. History of culture 1. Development of culture 2. Foreign influence C. Contemporary society 1. Attitudes, values, and customs 2. Economic activities 3. Political systems 4. Future	1. Participate in a task-oriented project. (DECISIONMAKING) 2. Make comparisons/contrasts between your Host Nation's culture and that of your own and others. (DECISION-MAKING) 3. Give examples of the impact of computer technology on international banking and finance activities (ECONOMICS) 4. Know the usefulness of constructive criticism. (DECISIONMAKING) 5. Participate in community organizations. (DECISIONMAKING) 6. Participate in school government. (DECISIONMAKING)	X	X	X	X	X	1. Utilize local sources/and environment to make accurate comparisons. 2. Laboratory-type activities constrast: posters to compare United States with host nation, in physical environment and culture. 3. Exchange essays with friends and correct and improve each other's work as to the content and mechanics of writing. 4. Within the context of social studies it is important to provide students with the importance of involvement in community organizations and student government. 5. Write essays or compositions on the importance of involvement, summarizing viewpoints, based on individual views, class discussion, and community contacts.

BEST COPY AVAILABLE

Department of Defense Dependents Schools
(DoDDS)

2461 Eisenhower Avenue
Alexandria, Virginia 22331